

LANGUAGE CENSUS INSTRUCTIONS FORM R30-LC SPRING 2001

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Submission Information

Who completes the Language Census?

Each spring, the Language Census data collection captures non-English languages spoken by students in California and in what numbers. Reported on the R30-LC form, the data are required by both the California Education Code¹ and federal case law. Submission of the Language Census for each school is a district responsibility and must be completed for every public school (grades kindergarten through 12) including community schools and community day schools. Most counties and a few districts administer schools that are jointly juvenile hall and community schools. In these cases, the Language Census must be completed for only the community school students. Based on federal case law, charter schools must also submit the Language Census or comparable data. The following types of schools are not required to submit a Language Census: the California Youth Authority schools; preschools; juvenile halls (except for any Community School students, as noted above); children's centers; adult schools; and regional occupational centers.

Changes to the R30-LC form

This year we made some design changes and added extra space to the R30-LC. The content remains the same. The intent of the changes is to make the form easier to complete and to prevent errors.

Distribution of Language Census Materials

The Educational Demographics Office is distributing all materials for completion of the Language Census directly to both county and school district offices in 2001. These local education agencies (LEAs) will return the completed Language Census forms for all the K-12 public schools they administer or to which they have granted charters.

¹ Education Code 62002 and 62003 (former EC sections 52164.2 and 52164.5 and California Code of Regulations, Title 5, Education, sections 4304-4306)

Each LEA has designated a local contact to receive and return the Language Census data to our office. The LEA has also notified us of whether the data will be submitted on paper or using our software. For software users, the LEA has decided whether or not to request paper forms for internal data collection only. These internal forms are intended to gather the required data from the schools so that the district or county office can enter the data into the software. We call these internal forms “working copies” and a blue label distinguishes them. LEAs that submit data to our office on paper forms will have white labels.

In distributing the Language Census materials to LEAs, the content will vary based on decisions each LEA has made.

- LEAs choosing **paper submission** will receive, for each K-12 public school, one *Language Census, Spring 2001 Form* (R30-LC), one set of *Language Census Instructions*, one set of *Frequently Asked Questions* and one preprinted white label.
- LEAs choosing **software submission and requesting internal paper forms** will receive, for each K-12 public school, one *Language Census, Spring 2001 Form* (R30-LC), one set of *Language Census Instructions*, one set of *Frequently Asked Questions* and one preprinted blue label.
- LEAs choosing **software submission and not requesting internal paper forms** will receive one *Language Census, Spring 2001 Form* (R30-LC), one set of *Language Census Instructions*, and one set of *Frequently Asked Questions*.

Software submission

We strongly encourage you to complete and submit the census data using the LC Data Entry Assistant (LCDEA) software available at our web site. If you choose to use this software application, you do **NOT** need to submit any paper forms to us. Internet access and Windows 95 (or later version of Windows) are required in order to use the software. For more information and to obtain the software, view the web site at <http://www.cde.ca.gov/demographics/lc2001>

Return information

Whether you use the LCDEA software or the paper form, the data must be submitted to our office through the county or district office, on or before April 3, 2001. If you are completing a paper form, submit the data to your district or county Language Census Coordinator, per their instructions, in time for transmittal to the Educational Demographics Office by April 3, 2001 (see Page 1 of the R30-LC for the address).

If you are submitting your data on a paper form, affix the preprinted label to the R30-LC form where indicated at the top of Page 1. If there is no label for a school, see the instructions enclosed with the labels or contact our office for assistance.

Data and Program Assistance

For questions about data submission, contact Nancy Chiu at (916) 327-0208 or her e-mail at nchiu@cde.ca.gov.

For English learner program and policy information (in particular parts 2 and 5 of the R30-LC), you may contact David Dolson at (916) 654-3883 or his e-mail at ddolson@cde.ca.gov or Lauri Burnham at (916) 654-8787 or her e-mail at lburnham@cde.ca.gov.

R30-LC Page 1 Instructions***Submission Options***

Check the first box on Page 1 of the R30-LC form if there are no English learners (EL) and no Fluent-English Proficient (FEP) students enrolled as of March 1, 2001. Next, complete the contact information and certification and only submit Page 1 of the form by April 3, 2001.

Or,

Check the second box if there are English learners (EL) and/or fluent-English proficient (FEP) students enrolled as of March 1, 2001. Next, complete the contact information, certification, and parts 1-5 and submit by April 3, 2001.

Contact Information

Print the name and phone number of the person completing the form and enter the current date. The contact person must be able to verify data entered on the form and to provide assistance if errors or inconsistencies are found with the data.

Certification of Language Census

All forms submitted on paper must be signed or submitted with a signed cover letter. If the district office compiles the school data, a cover letter certifying the accuracy of the data for all schools is acceptable in lieu of a certification signature on each form.

Primary Language Codes

Only those codes listed for the primary languages on Page 1 of the R30-LC form may be used in parts 1 and 5.

Part 1 - English learners (EL) and Fluent-English Proficient (FEP) Students

Following are definitions of several terms used in the R30-LC form.

English learner (EL):

A student for whom there is a report of a primary language other than English on the state-approved "Home Language Survey" and who, on the basis of the state-approved oral language (grades K-12) assessment procedures and including literacy (grades 3-12 only), has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

Fluent-English Proficient students:

Fluent-English proficient (FEP) students are those whose primary language is other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were initially identified as FEP and students redesignated from English learner to FEP). FEP students are reported every year as long as they are enrolled.

Primary Language:

A student's primary language is identified by the "Home Language Survey" as the language first learned, most frequently used at home, or most frequently spoken by the parents or adults in the home. For the purposes of the Language Census, sign language is not identified as a primary language.

Language Code:

A language code is a two-digit number assigned to each primary language identified in California public schools.

Part 1 Instructions

(a) Primary Language Name

(b) Primary Language Code

Enter the language code and language name for each primary language, other than English, spoken by students identified as English learners and/or FEP at the school. The primary language codes are on Page 1 of R30-LC form and the last page of these instructions. Enter only the language codes shown on the Primary Language Code list.

If a student reports a primary language other than English and it is not on the list, enter code 99, *All other non-English languages*. Combine all languages with a code 99 onto a single line.

(c) Type

Enter the number of students on either the English learner (EL) or FEP line.

(d) - (r) Grade Level

Enter the number of all identified English learners and FEP students by grade level on the corresponding row of their primary language. Total each row and enter the sum in Column (r). Enter the grand total of English learners and FEP at the bottom of Column (r). Count each student only once. Do not estimate and do not include English-only students. Do not enter any zeroes.

If you are submitting on paper and there is insufficient space on the form for all the primary languages, other than English, spoken by students at the school, you may copy Page 2 and include the copy as an attachment. Please write "Attachment" at the top of the page in red ink.

1 Totals - EL

For paper submission, enter the total number of English learners. Software users will have automated calculations.

2 Total - FEP

For paper submission, enter the total number of FEP students. Software users will have automated calculations.

Part 2 - English learners' Instructional Information

If you have questions on Part 2, please contact:

- David Dolson, Language Policy and Leadership Office, (916) 654-3883; or,
- Lauri Burnham, Language Proficiency and Academic Accountability, (916) 654-8787.

3 Total English learners from Part 1, row 1, column (r)

Enter the total from Part 1, Row 1, Column (r) of Page 2. This step will not be necessary for software users.

A. Number of English learners (EL) Enrolled in Specific Instructional Settings

Rows 4 - 8

Report all English learners placed in instructional settings required by Education Code 300-340. Count each English learner only once and report him/her in the column that most closely describes the placement of that student.

Special Notice: The total number of English learners reported in Row 9 must equal the total number of English learners reported in Part 1, Row 1, Column (r), of the R30-LC form. If you do not enter the correct number in Row 9, the form will be considered incomplete and may be returned for correction. Software users will have these calculations automated and will be warned if parts 1 and 2 do not match.

4 Structured English Immersion

These are classes where English learners who have not yet met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled in an English language acquisition process for young children in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language (EC 305 and 306(a)).

5 Alternative Course of Study

These are classes where English learners are taught English and other subjects through bilingual education techniques or other generally recognized methodologies permitted by law. The students enrolled have been (1) granted a parental exception waiver pursuant to EC 310 and 311; or (2) enrolled in any Alternative Education Program operated under the Superintendent of Public Instruction's waiver authority (EC 58509) when such an alternative for English learners was established specifically to waive one or more sections of Education Code 300 through 340;

or (3) enrolled in a Charter School program which offers any alternative course of study for English learners.

6 English Language Mainstream Class - Students Meeting Criteria

These are classes where English learners who have met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled and provided with additional and appropriate services (EC 305; CCR T5 11301 and 11302).

7 English Language Mainstream Class - Parental Request

These are classes where English learners, who have not met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English, are enrolled in an English Language Mainstream Class and provided with additional and appropriate services on the basis of a parental request.

Note: CCR 11301(b) permits a parent or guardian of an English learner to request, at any time during the school year, that a child placed in Structured English Immersion be transferred to an English Language Mainstream Class and provided with additional and appropriate services. Enter in this column the number of English learners placed in an English Language Mainstream Class at the request of their parent or guardian.

8 Other Instructional Settings

These are classes or any instructional settings other than those described in rows 4 through 7 of Part 2. The instructional settings described in rows 4 through 7 are those explicitly authorized by Education Code 300-340.

9 Total English learners

Enter the sum of rows 4 through 8. Ensure that the total is the same as the total in Part 1, Row 1, Column (r). For software users, the calculations will be made electronically.

B. English learners Receiving Instructional Services

Report all English learners receiving instructional services who have been placed in the instructional settings reported in Section A., rows 4 through 8. For each student, choose the row that most closely describes the services received by him/her.

Count each English learner only once. Row 16 total must match the total in Row 9 and the total number of English learners reported in Part 1, Row 1, Column (r).

Special Notice: The total number of English learners reported in Row 16 must equal the total number of English learners reported in Part 1, Row 1, Column (r), of the R30-LC. If you do not enter the correct number in Row 16, the form will be considered incomplete and may be returned for correction. Software users will have these calculations automated and will be warned if parts 1 and 2 do not match.

10 English Language Development (ELD)

In this row, count English learners who receive at least ELD instruction but none of the other instructional services in rows 11-13. ELD is English language development instruction appropriate for the English learner's identified level of language proficiency. Such instruction is designed to promote the effective and efficient acquisition of listening, speaking, reading, and writing skills of English learners. In this row, count only those English learners receiving ELD instruction from teachers reported in Part 5.

11 ELD and Specially Designed Academic Instruction in English (SDAIE):

In this row, count English learners receiving, in addition to ELD as described in Row 10, at least two academic subjects required for grade promotion or graduation, taught through Specially Designed Academic Instruction in English (SDAIE). SDAIE is an approach used to teach academic courses in English to English learners and is designed to increase the level of comprehensibility of the English medium instruction. These English learners are not receiving primary language support or instruction as described in rows 12 and 13. Count in this row only those English learners receiving ELD and SDAIE from teachers reported in Part 5.

12 ELD and SDAIE with Primary Language Support

In this row, count English learners receiving, in addition to ELD and SDAIE as described in rows 10 and 11, at least two academic subjects required for grade promotion and graduation, facilitated by Primary Language (L1) Support. L1 Support is the use of the student's primary language to clarify meaning and facilitate comprehension of academic content taught through SDAIE or mainstream English. L1 Support is not the same as Primary Language Instruction as defined in Row 13. Count in this row only those English learners receiving ELD and SDAIE instruction from teachers reported in Part 5 and who concurrently receive L1 support from the same or another instructor.

Note: Primary Language Support may be provided by any teacher or any bilingual paraprofessional who is supervised by a credentialed teacher. No specialized credentials or certificates are required.

13 ELD and Academic Subjects Through the Primary Language (L1)

In this row, count English learners receiving, in addition to ELD as described in Row 10, at least

two academic subjects required for grade promotion and graduation taught primarily through the primary language (L1). In kindergarten through grade 6, L1 instruction must be provided, at a minimum, in Language Arts (including reading and writing) and Mathematics, Science, or Social Science. In grades 7-12, L1 instruction must be provided, at a minimum, in any two academic subjects required for grade promotion and graduation. English learners reported as receiving L1 instruction may also receive SDAIE as described in Row 11. Count in this row only those English learners who receive ELD and L1 instruction from teachers reported in Part 5.

14 Instructional Services other than those defined in rows 10 through 13

In this row, count English learners receiving some type of instructional service which is specifically designed for English learners but which is an instructional service that does not correspond to any one of the descriptions of services found in rows 10-13 in Part 2. English learners reported in Row 14 may, but are not required to, receive the English learner instructional service from teachers reported in Part 5.

15 Not Receiving any English learner Services

In this row, count all of the remaining English learners who have not been counted previously in any row 10-14. These English learners are not receiving any specialized instructional services as specified in rows 10-14.

16 Total English Learners

Enter the sum of rows 10-15. Ensure that this total is the same as the total in Row 9 Total English learners. This will be calculated electronically for software users.

Part 3 - Students Redesignated

17 Students redesignated

Enter the total number of English learners redesignated as FEP since the last census (March 1, 2000). Include those who are no longer enrolled at the school (i.e., graduated or moved). These students are redesignated according to the multiple criteria, standards, and procedures adopted by the district and demonstrate English language proficiency comparable to that of average native English speakers.

NOTE: In future years, continue to count these FEP students in Part 1 if still enrolled in the school.

Part 4 - Oral English Proficiency

This part must be completed if there were any English learners and/or FEP students reported in Part 1. Check only one of the three options. If no row is checked, the CDE will default the selection to option 18c.

18 a. Check this option if the school uses one or more of the listed, state-approved tests as part of its initial identification of English learner or FEP status.

18 b. Check this option if the district has on file a current CDE approved waiver to use an alternative testing procedure.

18 c. Select this option if the school uses a method **other** than those identified in 18a and 18b for the initial identification of English learners and FEP students.

Part 5 - Teachers and Bilingual Paraprofessionals Providing Services to English learners

If you have questions on Part 5, please contact:

- David Dolson, Language Policy and Leadership Office, (916) 654-3883; or,
- Lauri Burnham, Language Proficiency and Academic Accountability, (916) 654-8787.

This part reflects the staffing requirements for services to English learners as described in the *2000-2001 Coordinated Compliance Review (CCR) Training Guide*.

Count each teacher and paraprofessional (aide) only once. Report in whole numbers regardless of full-time or part-time status (no fractions or decimals). If a teacher or aide works at more than one school, report the person at the school in which he or she spends the majority of time providing instruction. If the teacher or aide spends an equal amount of time at more than one site, choose only one site to report the person.

Caution: If a teacher holds a CTC bilingual, SDAIE or ELD authorization and is not providing services directly to English learners at the school, do not report the teacher in Part 5.

A. Teachers providing Primary Language Instruction to English learners and Bilingual Paraprofessionals

Identify the teachers who provide Primary Language instruction to students who were counted in Part 2, Row 13.

19 - 26, a & b Language of Instruction

Enter the two digit language code and language name for each language of instruction provided by a teacher and/or paraprofessional (aide) to the English learners reported in Part 1, Row 1, Column (r), and Part 2, Row 16. Do not enter the language Vietnamese if there are no Vietnamese English learners reported in Part 1. Please refer to Page 15 of these Instructions or Page 1 of the R30-LC for language codes and names.

(c) Teachers with a CTC Bilingual Authorization:

Include persons who (1) have valid Commission for Teacher Credentialing (CTC) Bilingual Crosscultural Language and Academic Development (BCLAD) certificates, (2) Bilingual Crosscultural Certificates of Competence (BCC), or (3) other CTC authorization for bilingual education including emergency or sojourn authorizations.

(d) Teachers in Training for a CTC Bilingual Authorization:

Teachers in Training are teachers who, on an interim basis, have been teamed with a bilingual paraprofessional (aide) to meet the primary language instruction staffing need in response to a district shortage of qualified bilingual teachers; or teachers who are documented to have the required language skills of the English learners (i.e., authorized foreign trained teachers providing content instruction in the native language) and not teamed with an aide. Each teacher should have completed or be currently enrolled in training that will qualify him or her for a bilingual certificate issued by the CTC. A description of the training program for these teachers should be included in the district's *Plan to Remedy the Shortage of Qualified Staff* or the most current *Staffing Plan Annual Report*.

(e) Paraprofessionals (aides) teamed with teachers reported in column (d)

Report bilingual paraprofessionals (aides) teamed with the teachers in training for the purpose of providing academic instruction through the primary language. These aides should meet district criteria that ensure aides are (1) able to speak, understand, read, and write English and the primary language of the English learners; and are (2) familiar with the cultural heritage of the English learners.

(f) All other bilingual paraprofessionals (aides)

Report the number of all other bilingual paraprofessionals (aides who were not reported in column (e)). Aides reported in this column are those providing primary language support or primary language instruction to English learners and who have met the same district criteria for employment as indicated for paraprofessionals teamed with teachers as described in column (e).

27 Total L1 teachers

Enter totals for rows 19-26 to indicate the total numbers of teachers for columns c and d. For software users, this calculation will be made electronically.

28 Total Teachers providing Primary Language Instruction

Enter the total number of teachers providing services to English learners enrolled in the school (the sum of row 27, column c and column d). For software users, this calculation will be made electronically. Note: a teacher should not be counted more than once in Part 5. The total entered in Row 28 should not represent a duplicate count of teachers.

B. Teachers providing ELD and/or SDAIE Instruction to English learners

Note: The purpose of Part 5, Section B, Rows 29-31, is to collect data on teachers providing SDAIE and/or ELD exclusively. In cases where teachers provide SDAIE and/or ELD in addition to primary language instruction, these teachers should be reported in Part 5, Section A, rows 19-26. Do not report any teachers providing primary language instruction in Part 5, Section B, rows 29-31.

(a) SDAIE and ELD

Report teachers who provide SDAIE and ELD in column (a). Do not report them in column (a) if you have already reported them in Section A., rows 19-26.

(b) SDAIE only

Report teachers who provide only SDAIE in column (b). Do not report them in column (b) if you have already reported them in column (a) or in Section A., rows 19-26.

(c) ELD Only

Report teachers who provide only ELD in column (c). Do not report them in column (c) if you have already reported them in column (a) or (b) or in Section A., rows 19-26.

(d) Total by authorization/certificate (columns a + b + c)

Enter the sum of columns (a) + (b) + (c). These calculations will be made electronically for software users.

29 Teachers with a CTC SDAIE or ELD teaching authorization

Include teachers who hold a valid regular California teaching authorization and (1) whose credential is a valid Crosscultural Language and Academic Development (CLAD) credential or (2) who hold a Language Development Specialist (LDS) Certificate issued by CTC or (3) who hold an ESL supplementary authorization issued by the CTC. Also include in this row, any teacher providing only ELD and/or SDAIE (but not L1) instruction and who holds any of the various bilingual teaching authorizations described in rows 29-31.

30 Teachers with SB 1969 (or SB/395) Certificate of Completion

Include teachers who hold a SB 1969/395 certificate of completion of staff development training.

31 Teachers in training for SDAIE or ELD teaching authorization

Include teachers in training who provide SDAIE to English learners and who are enrolled in either CLAD training or a SB 1969/395 staff development program with a SDAIE focus. Include teachers in training who provide ELD to English learners and who are enrolled in either

CLAD training or a SB 1969/395 staff development program with an ELD focus for self-contained classroom instruction.

32 Total teachers providing ELD and/or SDAIE instruction to English learners

Enter the sum of rows 29-31. For software users, this calculation will be made electronically.

C. Summary of Teachers Providing Instructional Services to English learners

This section summarizes data reported above. The summary should help you verify that no teachers have been counted more than once. Duplicate counts has been the most frequent error in Part 5 in prior years. Note: For software users, Section C will be completed electronically.

33 Teachers providing Primary Language instruction to English learners (Row 28)

Enter the total from Row 28.

34 Teachers providing ELD and/or SDAIE instruction to English learners (Row 32)

Enter the total from Row 32.

35 Total number of teachers providing instructional services (Sum of row 33 and row 34)

Enter the sum of rows 33 and 34.

LANGUAGE CODE LIST

The following is a list of primary languages and codes used for completing the Language Census form R30-LC in parts 1 and 5. Only language codes listed may be reported on the R30-LC form. Please do not enter language codes created for your individual school data systems.

Primary languages not listed below are assigned code 99 (all other non-English languages). On Part 1 of the R30-LC form, aggregate all the students assigned code "99" onto one row only.

Two changes were made to the Language Code List (see below):

- Serbian (code 31) - a separate listing for Serbian has been deleted and, instead, added to Serbo-Croatian (code 52); and,
- a Filipino label was added to Pilipino (Tagalog) (code 05), reflecting a change in the official name of the language.

For purposes of the data collection, sign language is not considered a primary language. Do not include it on the form.

If there is a language not listed below and is spoken by 5 or more students designated as English learners or FEP students at your school, contact Nancy Chiu, Educational Demographics Office, at (916) 327-0208. It is possible that new language codes will be added in future years.

<u>Code/Language</u>	<u>Code/Language</u>	<u>Code/Language</u>
11 Arabic	23 Hmong	06 Portuguese
56 Albanian	24 Hungarian	28 Punjabi
12 Armenian	25 Ilocano	45 Rumanian
42 Assyrian	26 Indonesian	29 Russian
13 Burmese	27 Italian	30 Samoan
03 Cantonese	08 Japanese	52 Serbo-Croatian (Serbian)
36 Cebuano (Visayan)	09 Khmer (Cambodian)	01 Spanish
54 Chaldean	50 Khmu	46 Taiwanese
20 Chamorro	04 Korean	32 Thai
39 Chaozhou (Chiuchow)	51 Kurdish	57 Tigrinya
14 Croatian	47 Lahu	53 Toishanese
15 Dutch	10 Lao	34 Tongan
16 Farsi (Persian)	07 Mandarin (Putonghua)	33 Turkish
17 French	48 Marshallese	38 Ukrainian
18 German	44 Mien (Yao)	35 Urdu
19 Greek	49 Mixteco	02 Vietnamese
43 Gujarati	40 Pashto	99 All other non-English languages
21 Hebrew	05 Pilipino (Tagalog or Filipino)	
22 Hindi	41 Polish	